



Presentation – I can share my ideas effectively with an audience through the appropriate use of written, verbal, and non-verbal skills.

	Exceeds Expectation (3)	At Expectation (2)	Below Expectation (1)
Presentation Messaging	<ul style="list-style-type: none"> Purpose/main idea of presentation is clear and detailed and is targeted to the audience. Presentation has a logical organization with a solid introduction, body, and conclusion. Shows significant understanding of subject matter through use of multiple supporting details, facts, and example that are aligned to the purpose (no unnecessary info). Has multiple visuals that greatly enhance presentation. Presentation is the appropriate length. 	<ul style="list-style-type: none"> Purpose/main idea of presentation is clear and detailed. Presentation has an introduction, body, and conclusion. Shows understanding of subject matter through use of some supporting details, facts, and examples that are aligned to the purpose (no unnecessary info). Has appropriate visuals. Presentation is the appropriate length. 	<ul style="list-style-type: none"> Purpose/main idea of presentation is missing or unclear due to missing detail. Presentation does not have an obvious introduction, body, and/or conclusion. Shows limited understanding of the subject matter with minimal supporting detail and/or unaligned to the purpose (unnecessary info). Missing visuals or visuals are distracting. Presentation is too long or too short.
Written	<ul style="list-style-type: none"> Meaning is clear with no errors in grammar, spelling, punctuation, and capitalization. Uses a variety of vocabulary, some above grade level. 	<ul style="list-style-type: none"> Meaning is clear with only minor errors in grammar, spelling, punctuation, and capitalization. Uses a variety of vocabulary. 	<ul style="list-style-type: none"> Several errors in grammar, spelling, punctuation, and capitalization which effects audiences' understanding. Has a limited vocabulary (repetitive).
Verbal	<ul style="list-style-type: none"> Speaks clearly, passionately, and with correct pronunciation. Speaks with appropriate volume. Changes tone and pace to maintain interest. 	<ul style="list-style-type: none"> Speaks clearly and with minimal pronunciation errors. Speaks with appropriate volume. 	<ul style="list-style-type: none"> Speaks too quickly or mumbles and/or has some pronunciation errors that distract. Speaks too softly.
Non-Verbal	<ul style="list-style-type: none"> Consistently maintains eye contact and good posture. Dresses to impress. No distracting gestures that seem effortless. 	<ul style="list-style-type: none"> maintains eye contact and has good posture most of the time. Minimal distracting gestures. 	<ul style="list-style-type: none"> Rarely maintains eye contact and/or has poor posture. Makes several distracting gestures.

Total Score for Presentation: _____/12

- 4: Below
- 5-7: Approaching
- 8-10: On Track
- 11-12: Mastery

Comments:

Interpersonal – I can effectively participate in discussions.

	Exceeds Expectation (3)	At Expectation (2)	Below Expectation (1)
Active Listening	<ul style="list-style-type: none"> • Listener consistently makes eye contact and has appropriate body language. • Provides regular verbal and nonverbal feedback (nodding) to show understanding. 	<ul style="list-style-type: none"> • Listener usually makes eye contact and has appropriate body language. • Provides some verbal and/or nonverbal feedback (nodding) to show understanding. 	<ul style="list-style-type: none"> • Listener rarely makes eye contact and/or has poor body language. • Provides little to no verbal and/or nonverbal feedback to show understanding.
Respectful debating/ conversing	<ul style="list-style-type: none"> • Stays on topic and does not interrupt. • Seeks to understand by summarizing and asking clarifying questions. • Remains positive and does not become defensive. 	<ul style="list-style-type: none"> • Usually stays on topic with minimal interruptions. • Occasionally seeks to understand by summarizing or asking clarifying questions. • Mostly remains positive and does not become defensive. 	<ul style="list-style-type: none"> • Strays from topic and/or has a tendency to interrupt. • Rarely seeks to understand by summarizing or asking clarifying questions. • Can be negative and argumentative.
Understanding others' points of view	<ul style="list-style-type: none"> • Consistently acknowledges and respects others' points of view. • Shares differing opinions without putting others down and makes others feel appreciated. 	<ul style="list-style-type: none"> • Usually acknowledges and respects others' points of view. • Shares differing opinions without putting others down. 	<ul style="list-style-type: none"> • Rarely acknowledges and respects others' points of view. • Can come across harsh or unconcerned when sharing differing opinions.

Total Score for Interpersonal: _____ /9

3: Below

4-5: Approaching

6-7: On Track

8-9: Mastery

Comments:



I can problem solve creatively.

	Exceeds Expectation (3)	At Expectation (2)	Below Expectation (1)
Create solution to a problem	<ul style="list-style-type: none"> • Generate multiple original ideas to directly solve the problem presented • Evaluates which solution will work the best. 	<ul style="list-style-type: none"> • Generate several ideas (at least one original) to directly solve the problem presented. • Evaluates which solution will work the best. 	<ul style="list-style-type: none"> • Generate one idea to solve the problem, may not fully address problem. • Does not evaluate the solution.
Background Knowledge	<ul style="list-style-type: none"> • Uses multiple sources (class notes, websites, books, articles, adult experts) to gather information to develop a solution to a problem. • Seeks out feedback to improve solution. 	<ul style="list-style-type: none"> • Uses a few sources (class notes, websites, books, articles, adult experts) to gather information to develop a solution to a problem. • Accepts feedback to improve solution. 	<ul style="list-style-type: none"> • Uses one or two sources (class notes, websites, books, articles, adult experts) to gather information to develop a solution to a problem. • Resistant to feedback to improve solution.
Productive Struggle	<ul style="list-style-type: none"> • Uses a growth mindset continually when confronted with a problem/setback and helps motivate others. • Brainstorms and refines ideas until a quality solution is created. 	<ul style="list-style-type: none"> • Uses a growth mindset most of the time when confronted with a problem/setback. • Brainstorms and refines ideas until a quality solution is created. 	<ul style="list-style-type: none"> • Occasionally has a fixed mindset when confronted with a problem/setback. Tends to get frustrated easily. • Brainstorms until a solution is created. ("That's good enough")

Total Score for Creativity: _____/9

3: Below

4-5: Approaching

6-7: On Track

8-9: Mastery

Comments:



I am a productive team member who effectively works with others.

	Exceeds Expectation (3)	At Expectation (2)	Below Expectation (1)
Roles and Responsibilities	<ul style="list-style-type: none"> Acts as group manager and helps identify and delegate group roles. Is prepared and ready to work each day to support group in completing task. Stays on task and helps group members stay on task. Provides quality, constructive feedback to group members. 	<ul style="list-style-type: none"> Works with group to determine and assign rolls. Is prepared and ready to work each day to support group in completing task. Stays on task most of the time. Provides constructive feedback to group members. 	<ul style="list-style-type: none"> Does not help determine group rolls and will just take the roll that is assigned to them. Is not prepared and ready to work each day to support the group in completing the task. Gets off-task easily. Does not provide feedback to group members or gives unconstructive feedback.
Flexibility	<ul style="list-style-type: none"> Consistently acknowledges different viewpoints and helps lead the group to an agreement. Willingness to receive group, teacher, and/or mentor feedback to make appropriate changes. 	<ul style="list-style-type: none"> Usually acknowledges different viewpoints and works with group to find an agreement. Receives group, teacher, and/or mentor feedback to make appropriate changes. 	<ul style="list-style-type: none"> Rarely acknowledges different viewpoints and struggles to work with group to find an agreement. Receives group, teacher, and/or mentor feedback to make little to no changes; may resist feedback.
Accountability	<ul style="list-style-type: none"> Finishes personal task(s) on time and encourages other group members to complete tasks in timely manner. Consistently holds self and group members accountable for meaningful contributions, acknowledging mistakes, and moving forward. Does equitable amount of work. 	<ul style="list-style-type: none"> Finishes personal task(s) on time without needing reminders. Usually holds self and group members accountable for meaningful contributions, acknowledging mistakes, and moving forward. Does equitable amount of work. 	<ul style="list-style-type: none"> Finishes personal task(s) late or with repeated reminders. Rarely holds self and group members accountable for meaningful contributions, acknowledging mistakes, and moving forward; may cause problems. Does not do "fair share" of work.

Total Score for Collaboration: _____/9

- 3: Below
- 4-5: Approaching
- 6-7: On Track
- 8-9: Mastery

Comments:



I can demonstrate critical thinking while creating a question, answering a question, proposing a solution, and/or solving a problem.

	Exceeds Expectation (3)	At Expectation (2)	Below Expectation (1)
Gathering and Evaluating Information	<ul style="list-style-type: none"> Thoroughly understands the purpose of the task, explains it to others, and can ask quality questions to further the inquiry. Thoroughly evaluates the quality and validity of information by looking at usefulness, correctness, source, bias, and fact vs opinion. 	<ul style="list-style-type: none"> Understands the purpose of the task and can ask quality questions to further the inquiry. Thoroughly evaluates the quality and validity of information by looking at correctness, source, and fact vs opinion. 	<ul style="list-style-type: none"> Struggles to understand the purpose of the task and asks little to no quality questions to further the inquiry. Takes most information at “face value” and does not evaluate the quality and validity of information.
Justification	<ul style="list-style-type: none"> Justifies a claim with supporting evidence from multiple and varied sources. Clearly shares several strong reasons why the proposed course of action is the best possible decision. 	<ul style="list-style-type: none"> Justifies a claim with supporting evidence from several sources. Clearly shares one or two quality reasons why the proposed course of action is the best possible decision. 	<ul style="list-style-type: none"> Justifies a claim with little to no supporting evidence. Does not clearly share reasons why the proposed course of action is the best possible decision.
Explanation and Application	<ul style="list-style-type: none"> Clearly explains the new knowledge gained through the task. Makes significant connections between new knowledge and prior knowledge. Applies new knowledge to two or more real-world situations. 	<ul style="list-style-type: none"> Clearly explains the new knowledge gained through the task with only minor misconceptions. Makes a few connections between new knowledge and prior knowledge. Applies new knowledge to a real-world situation. 	<ul style="list-style-type: none"> Struggles to explain the new knowledge gained through the task and/or shows several misconceptions. Does not attempt to make connections between new knowledge and prior knowledge. Cannot apply new knowledge to a real-world situation.

Total Score for Critical Thinking: _____/9

- 3: Below
- 4-5: Approaching
- 6-7: On Track
- 8-9: Mastery

Comments: